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Gesellschaft werden können. Die Methode soll ganz besonders Rücksicht auf die Schüler nehmen. Der Unterricht soll abends stattfinden und unentgeltlich sein. (Allg. D. Lehrertztg.)

Der Streik der Akademiker an den Berliner Fortbildungsschulen, die den fremdsprachlichen Unterricht niedergelegt, weil sie nicht von seminarisch gebildeten Fortbildungsschulleitern beaufsichtigt sein wollen (s. P. M., V. p. 91), hat einen unerwarteten Ausgang gehabt. Das Zentralbureau der Ältesten der Kaufmannschaft veröffentlichte nämlich eine Erklärung, aus welcher hervorgeht, dass die vakanten Stunden sofort wieder von anderen Lehrkräften übernommen wurden. Eine bittere Pille aber für die Streikenden mag folgende Stelle der betr. Erklärung sein: „Der Austritt der Oberlehrer gab Gelegenheit, eine Anzahl vorzüglicher, gerade für den kaufmännischen Sprachunterricht geeigneter Lehrkräfte einzustellen, insbesondere durch langjährigen Auslandsaufenthalt geschulte Akademiker, sowie kaufmännisch und methodisch vorgebildete Ausländer.“

Bayern. In Erlangen haben die städtischen Kollegien den Anfangsgehalt der Lehrer von 1700 M. auf 1800 M. erhöht und bestimmt, dass 60 Prozent des jeweiligen Gehaltes pensionsberechtigt sind.

Eine Lehrerflucht macht sich jetzt im Großherzogthum Weimar bemerkbar. Zu Ostern verlassen nicht weniger als 10 Volksschullehrer Weimar, um in anderen Ländern Stellen anzunehmen, in denen sie besser bezahlt werden. Die völlig ungenügende Bezahlung — der Lehrer erhält vom 49. Lebensjahre an 2000 M. Gehalt — erklärt diesen Weggang vollkommen.

Holland. Lehrer S. de Vries hat eine Broschüre über das niederländische Schulwesen herausgegeben. Nach derselben werden die dortigen öffentlichen Volksschulen von 74 Prozent der schulpflichtigen Mädchen besucht. Die übrigen Schulpflichtigen besuchen Privatschulen, welche meist einen bestimmten religiösen Charakter tragen und von Vereinen oder Privatpersonen gegründet wurden. An fast sämtlichen Schulen wird Schulgeld erhoben. Von dem Lehrpersonale ist ein grosser Teil weiblich und zwar verhalten sich die männlichen und weiblichen Lehrkräfte bei den öffentlichen Schulen wie 5 : 2, bei den privaten 5 : 4. An Gehalt beziehen die öffentlichen Lehrer 500 Gulden und 4×50 Gulden Zulage nach je 5 Jahren. Schulleiter beziehen 750 Gulden Anfangsgehalt. Zum Gehalte kommt freie Wohnung und Garten.

## Bücherschau.

### I. Bücherbesprechungen.

A Latin Grammar, by William Gardner Hale, Professor of Latin in the University of Chicago, and Carl Buck, Professor of Comparative Philology in the University of Chicago. Boston, Ginn & Co., 1903. Price \$1.00.

There is no doubt that Messrs. Hale and Buck have given to Latin students, in many ways, an unusually excellent grammar. They have been careful to avoid the many mistakes made in the arrangement of earlier grammars. That part, dealing with phonology and word-formation is especially good. Syntax naturally commands a closer study and the most serious consideration of its presentation. It is a question for subsequent decision, reached by practical application, whether their treatment of syntax in its every phase and especially that of the subjunctive, while original and sound, and defended by the ripest

scholarship, will not confuse the beginning student. The fault lies in the nomenclature, not because it is incorrect, quite the contrary, but because it may bewilder rather than enlighten the immature mind, struggling with a subject more difficult than it has heretofore met with. On the other hand, the more mature student will find much of lasting value.

The Odes and Epodes of Horace. Edited with introduction and notes, by Clement Lawrence Smith, Pope Professor of Latin in Harvard University. Boston, Ginn & Co., 1903. Price \$1.60.

This second edition of the Odes and Epodes of Horace by Professor Smith is in the main the same as the earlier edition, but with some much-desired improvements in the way of indexes, — an index to different poems, an index of

citations, and a general index. These will aid very much the inquiring and poetry-loving student and will lead him on to a keener appreciation of the poems. It is unnecessary to say anything concerning the main part of the text. Since it is practically the same as the earlier edition, its continued use for years past is a well-deserved sanction of its genuine worth.

R. B. Holt.

*Kinder- und Hausmärchen der Brüder Grimm.* Selected and edited with an introduction, notes and a vocabulary by B. J. Vos, Associate Professor of German in the Johns Hopkins University. American Book Company, New York, Cincinnati, Chicago, (1903).

As frontispiece the book has a reproduction of the statue erected in honor of the Grimm Brothers at Hanau in 1896. The Introduction contains biographical sketches of the two brothers and two chapters on the *Märchen*, treating its literary aspects and its scientific aspects. In comparing Jacob and Wilhelm Grimm, the editor says: "As a pathfinder in the field of Teutonic antiquity and philology Jacob stood without a compeer in universality of knowledge, acumen, originality and power of combination. Wilhelm on the other hand was Jacob's superior as editor of texts, possessing greater skill of presentation and more patience in the investigation of detailed critical problems." Professor Vos has devoted much time to the study of the *Märchen*, as evidenced by his paper on "Stylistic Survivals in Grimm's *Kinder- und Hausmärchen*," which was presented before the Modern Language Association of America in 1902 (see *Publications of Mod. Lang. Assoc.*, vol. XVIII, p. VI): Some of this paper has evidently been used in preparing this Introduction. The editor draws attention to the fact that scientific considerations were not uppermost in the minds of the Grimms in their collection and publication of the *Märchen*, but that the book is primarily a literary production.

In the chapter on the scientific aspects of the subject, Professor Vos states and discusses the three principal theories which would explain the correspondence in the great majority of folk-tales that "are not peculiar to any one people but are the possession of many peoples, frequently living apart and not un-

commonly belonging to different races". (1) The Grimms believed that the traditions of the folk-tales were a common heritage of the Indo-European race, transmitted from primitive times, and held that the similarities were due to the same cause as resemblances among cognate languages. The editor presents the three following objections to this theory: (a) that there is no evidence of the antiquity of the tales; (b) that the theory does not account for correspondences with tales among non-Indo-European peoples; (c) that the resemblances are in many cases too detailed to make an explanation on the score of common heritage seem plausible. This theory has now been generally abandoned by scholars. (2) The second theory, that of E. B. Tylor and Andrew Lang, explains the similarities in folk-tales as the result of the prevalence in all parts of the world, at one time or another, of similar mental traditions and ideas. (3) A German scholar, Benfey, is the best exponent of the third theory, the one most commonly accepted, according to which folk-tales are Buddhistic in origin and by various channels made their way to Europe.

The Notes, which are at the bottom of the page, show care and skill in preparation, and they are not too copious for the class of students that are likely to use the book. The Vocabulary seems to be complete: I have found no words missing. I have noted two misprints: page 16, last line, for "on" read in; page 24, last line, for "fathers" read father's.

*Goethe's Egmont.* Edited with introduction and notes by Robert Waller Deering, Ph. D., Professor of Germanic Languages in Western Reserve University, New York. Henry Holt & Co., 1903.

The Introduction is divided into seven chapters which treat in an attractive and scholarly manner the following topics: The composition of the play, the historical background, Goethe's use of the history, the characters, the dramatic structure of the play, style and tone of the play, and criticism of the play. The first chapter clearly points out, by way of introduction, that Goethe was attracted to the career of the historical Egmont because he saw in him the embodiment of a character and of views similar to his own, and that,